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Message from the Minister and Accountability Statement

During this Government's mandate, many remarkable improvements in our post-secondary education system have been realized through the collaborative efforts of the Ministry of Advanced Education and our post-secondary partners. We have increased capacity significantly, ensuring each year that more students are able to access post-secondary studies than the year before. In particular, we have expanded opportunities for students to pursue occupations in high-demand fields such as nursing, medicine, skilled trades, and engineering. And we are ensuring these opportunities are available to students in their home communities, as seats and programs are added to post-secondary institutions throughout the province. In 2004 we announced the new Thompson Rivers University, UBC Okanagan, and the new Okanagan College to meet the needs of students in British Columbia. We are committed to providing access where students need it.

Along with the growth in learning opportunities, we have seen dynamic expansion in post-secondary research activity. We are improving research infrastructure and encouraging collaboration between public institutions and the private sector. We are committed to solidifying British Columbia's reputation as a world-class research centre and to improving lives through advances in biotechnology, resource management, and health care.

We have accomplished a great deal, but we still have much to do. In the years to come, the ministry and our system partners will continue pursuing the strategies that have yielded our successes to date. We will continue removing barriers to education by helping students manage the costs of education through student financial assistance programs and by expanding facilities and seats at public post-secondary institutions, adding 25,000 more student spaces by 2010. We will continue seeking ways that private institutions may respond to the demand for post-secondary education by providing students with additional educational choices. We will persist in our efforts to ensure students receive relevant, high-quality education and training, preparing them for a modern workforce in a modern society. We will expand initiatives to improve adult literacy, helping British Columbia become the most literate jurisdiction in North America by 2010. And we will continue supporting and encouraging post-secondary research activity, augmenting British Columbia's competitive advantage and enhancing our quality of life.

The 2005/06 – 2007/08 Ministry of Advanced Education Service Plan was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. All material fiscal assumptions and policy decisions as of January 31, 2005, have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.

Ida Chong

Honourable Ida Chong
Minister of Advanced Education

February 1, 2005

Vision, Mission, and Values

Vision

The Ministry of Advanced Education envisions a province where all British Columbians have affordable access to the best possible, technologically advanced, integrated, and accountable post-secondary education system.

Mission

The Ministry of Advanced Education provides leadership and support for a top-notch advanced education and training system that provides all British Columbians with opportunities to develop the skills and knowledge they need to participate fully in the economic, social, and cultural life of the province.

Values

The following values guide the ministry in its work:

- A student-centred post-secondary education system;
- Excellence, innovation, and continuous improvement;
- Relevance and responsiveness of the post-secondary education system;
- Recognition of the key roles post-secondary education, skills training, research and development play in a successful economy;
- Life-long learning opportunities for all British Columbians;
- A positive and supportive working environment;
- Effective working partnerships;
- Greater equity and equality for British Columbians;
- Results-based accountability; and
- Fiscal responsibility.

Ministry Overview and Core Business Areas

The Ministry of Advanced Education provides funding and policy direction for British Columbia's public post-secondary education system, and administers student financial assistance programs. The ministry also administers provincial statutes governing public and private post-secondary institutions and some professions. These activities are encompassed within the following five Core Business Areas:

1. Educational Institutions and Organizations
The ministry provides funding to British Columbia's public universities, university colleges, community colleges, institutes, and other organizations that support the province's public post-secondary education system.

2. Industry Training and Apprenticeship
The ministry provides funding to the Industry Training Authority (ITA), which oversees the industry training system in British Columbia. The ITA works with industry and the post-secondary education system to meet the needs of industry learners.

3. Student Financial Assistance
Student financial assistance is available to students at the post-secondary level attending public and designated private institutions. It combines repayable loans, non-repayable assistance, and debt reduction measures awarded on the basis of each student's need. It also provides merit-based awards. In addition, the ministry administers student aid programs on behalf of the Federal Government, the Canada Millennium Scholarship Foundation, and other British Columbia ministries.

4. Debt Service Costs and Amortization of Prepaid Capital Advances
The ministry provides funding to public post-secondary institutions to finance capital projects including upgrades, renovations, replacements, expansions, and new facilities and equipment. It services the debt associated with these projects and amortizes the resulting assets over their economic lives.

5. Executive and Support Services
The ministry provides leadership, establishes policy, and administers accountability and planning processes for British Columbia's public post-secondary education system. The ministry also establishes policy concerning private post-secondary institutions, and supports the Degree Quality Assessment Board, which administers a quality assessment process for new public and private degree programs. Support to the ministry in the areas of human resources, information systems, records management, financial management, and information privacy is provided by the Management Services Division, whose budget is reported by the Ministry of Education.

Resource Summary: Ministry

Core Business Areas	2004/05 Restated Estimates[1]	2005/06 Estimates	2006/07 Plan	2007/08 Plan
Operating Expenses ($000)				
Educational Institutions and Organizations	1,420,697	1,467,767	1,486,722	1,527,802
Industry Training and Apprenticeship	77,281	77,281	77,281	77,281
Student Financial Assistance	136,291	135,492	157,535	163,536
Debt Service Costs and Amortization of Prepaid Capital Advances	246,750	255,859	279,661	308,080
Executive and Support Services	18,916	19,036	19,036	19,036
Total	**1,899,935**	**1,955,435**	**2,020,235**	**2,095,735**
Full-time Equivalents (Direct FTEs)				
Executive and Support Services	217	219	219	219
Total	**217**	**219**	**219**	**219**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	4,105[2]	1,466	1,376	1,173
Total	**4,105[2]**	**1,466**	**1,376**	**1,173**
Capital Plan ($000)				
Educational Institutions and Organizations	215,400	225,700	267,280	300,860
Total	**215,400**	**225,700**	**267,280**	**300,860**
Other Financing Transactions ($000)				
Student Financial Assistance (BC Student Loans – loan repayments and new loans)				
Receipts	13,600	63,072	89,363	96,248
Disbursements	279,400	300,800	325,900	353,400
Net Cash Source (Requirements)	(265,800)	(237,728)	(236,537)	(257,152)

[1] These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the *2005/06 Estimates*. Schedule A of the *2005/06 Estimates* presents a detailed reconciliation.

[2] Fiscal 2004/05 Consolidated Revenue Fund Capital budget figure of $4.105 million includes $1.300 million for one-time tenant improvement costs.

Resource Summary: Public Post-Secondary Institutions

The following combined income statement includes estimates from British Columbia's public post-secondary institutions (universities, university colleges, colleges, and institutes). This information is included here because the Minister of Advanced Education is responsible for legislation that establishes Government's relationship with public post-secondary institutions. The financial statements are presented for information purposes only and are consolidated in Government's fiscal plan and reports.

Public Post-Secondary Institutions	2004/05 Budget	2005/06 Plan	2006/07 Plan	2007/08 Plan
Combined Income Statement ($000s)				
Total Revenue	3,269,000	3,683,000	3,773,000	3,912,000
Total Expense	3,260,000	3,623,000	3,734,000	3,873,000
Operating Results	9,000	60,000	39,000	39,000
Gain (Loss) on sale of capital assets (if applicable)	0	0	0	0
Net Results	**9,000**	**60,000**	**39,000**	**39,000**

Numbers do not include the elimination entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

In accordance with the *Budget Transparency and Accountability Act*, this section briefly describes a post-secondary capital project with a financial commitment exceeding $50 million. It should be noted that many other capital projects are planned or are underway at public post-secondary institutions in the province, but only the one described here will exceed $50 million.

SFU Surrey Central City Campus

The project will provide a new permanent campus for Simon Fraser University (SFU) at the new Central City development in Surrey that will accommodate space for 2,500 Full-Time Equivalent (FTE) students by 2010.

The purchase allows for staged campus growth; the total fit-out of the facilities will be complete by 2007.

Objectives

- The development of 29,958 square metres of space within the Central City project. This project is being implemented to meet the growing demand for post-secondary education in the South Fraser region.

Costs

- In March 2004, Treasury Board approved the purchase and development costs of $69.8 million for this project. In 2003/04, $34.88 million was spent for the purchase. The project is being developed in phases with completion scheduled for 2007.

Benefits

- The project at Central City provides a permanent university campus in Surrey that will accommodate research space and quality instruction for residents in the South Fraser region; the staged growth will also meet their immediate educational needs.
- The first phase of the fit-out was completed in September 2004; the second phase will be fully completed for September 2006 student intake.
- This cost-effective facility solution will provide accommodation in less space than that of traditional universities through the availability of neighbouring private sector facilities for food and athletic services.

Ongoing Risks

- The potential for capital cost increases is mitigated by several factors. The building was already constructed and therefore the risk of construction cost increases is greatly reduced and can only pertain to the fitting-out of the interior space; these risks are being borne by SFU.
- Risks associated with the benefits have been mitigated by the phased approach to fitting-out the space. Schedule delays and scope adjustments are minimized by the purchase of a constructed building shell and phasing in the growth.
- Academic planning of post-secondary education demand, both short-term and long-term, has been completed by a consortium of four public post-secondary education institutions in the Fraser Valley and the ministry.

Goals, Objectives, Strategies, and Results

The ministry's goals and objectives described in this section are multi-year commitments for the post-secondary education system in British Columbia. They are consistent with the ministry's mandate and vision, and reflect the ministry's responsibility for providing leadership and policy direction to the post-secondary system.

Brief descriptions are provided of some specific activities and initiatives the ministry will undertake to achieve its goals and objectives. Progress toward goals and objectives will be tracked by a series of performance measures. For each performance measure, baseline data and the most current available data are provided along with annual performance targets for the next three years.

The diagram on the following page illustrates how the activities of the ministry and the post-secondary education system link with goals outlined in the BC Government Strategic Plan.

For 2005/06 – 2007/08, two new performance measures have been added, one measure that had been under development has been finalized, and eight measures used in the past have been deleted. However, all measures that were included in the Ministry's 2004/05 – 2006/07 Service Plan will be reported in the Ministry's 2004/05 Service Plan Report.

The deleted measures were removed either because they focused on internal administrative matters with little public relevance, or because they were deemed inadequate for tracking progress toward objectives. In these latter cases, deletion of a measure does not diminish the importance of the outcome the measure was intended to track. For example, although the relevant measure has been removed, expanding online learning remains a priority for the ministry, as does increasing the education choices available to students through both public and private institutions. The ministry will continue exploring ways to track progress in these areas, and when suitable measures are developed they will be included in future service plans.

The ministry's planning processes are informed by ongoing analysis of post-secondary education trends and issues, as well as demographic, economic, and labour market changes and projections. For example, the post-secondary education system is affected by a variety of factors including changes in the prime post-secondary-aged population, an aging workforce, ongoing technological change, a combination of common and unique regional needs, and expanding and changing skills and knowledge requirements. These and other factors influence the development of the ministry's goals, objectives, and performance measures.

It must be noted that measuring the performance of British Columbia's diverse post-secondary education system is a complex and long-term enterprise. The performance measures identified here represent the collaborative efforts of ministry and system representatives to identify the few critical aspects of performance. No single measure taken in isolation can reveal enough information to provide a reliable and accurate evaluation of post-secondary system performance. All measures should be considered together when assessing progress toward goals and objectives.

Ministry Mission

The Ministry of Advanced Education provides leadership and support for a top-notch advanced education and training system that provides all British Columbians with opportunities to develop the skills they need to participate fully in the economic, social, and cultural life in the province.

Government Strategic Goals	Ministry Goals	Ministry Objectives	Performance Measures
A Supportive Social Fabric.	1. A top-notch post-secondary education system.	1. Access and choice for BC post-secondary students.	Total student spaces in BC public post-secondary institutions.
			Number of degrees, diplomas, and certificates awarded.
			BC public post-secondary graduate rate.
			BC public post-secondary participation rate for population 18-29.
			Student spaces in developmental programs.
			University admissions GPA cut-off.
			Number and percent of public post-secondary students that are Aboriginal.
		2. A more efficient and integrated post-secondary system.	Degree completion rate.
			Student satisfaction with transfer.
			Student aid application turnaround time.
		3. A quality post-secondary system.	Student outcomes – skill gain.
			Student satisfaction with education.
			Trades training student satisfaction with education.
A Strong and Vibrant Provincial Economy.	2. Economic and social development.	1. A post-secondary system capable of knowledge generation, innovation, and research.	Funding support for research.
			Number of licences, patents, and start-up companies.
		2. A relevant and responsive post-secondary system.	Number of student spaces in identified strategic skill programs.
			Number of trainees in industry training.
			Student assessment of usefulness of knowledge and skills in performing job.
			Student outcomes – unemployment rate.

Goal 1: *A top-notch post-secondary education system.*

Core Business Areas: *Educational Institutions and Organizations.*
Industry Training and Apprenticeship.
Student Financial Assistance.
Debt Service Costs and Amortization of Prepaid Capital Advances.

Objective 1: *Access and choice for BC post-secondary students.*

To achieve this objective, the ministry will work with post-secondary institutions to increase system capacity and to ensure equitable opportunity for all students to have access to post-secondary education. The ministry will also work to expand degree-granting opportunities available in British Columbia, and will continue helping students manage the costs of post-secondary education through student financial assistance programs.

These efforts are demonstrated in a range of ongoing initiatives and commitments. Government has committed to adding 25,000 student spaces to the public post-secondary system by 2010. The BC Loan Reduction Program will help students — particularly those most in need — manage the costs of post-secondary education. The ministry is working with institutions and Aboriginal groups to increase post-secondary participation rates among Aboriginal people. Recent legislative changes have strengthened consumer protection for private career training students while reducing the regulatory burden on private career training institutions, enabling these institutions to devote more resources to students' needs and less to red tape. And in 2004, Government launched a major new initiative to improve literacy in the province, a component of which will see British Columbia double its contribution to the federal/provincial Adult Literacy Cost-Shared Program from $700,000 to $1.4 million.

Performance Measures:

Progress toward this objective will be tracked with performance measures focusing on the numbers of student spaces and credentials awarded, on post-secondary participation and graduate rates, on university admissions requirements, and on the number and per cent of post-secondary students that are Aboriginal.

The ministry is also working to develop measures to track the significant contributions that online learning programs and private post-secondary institutions make to improving student access and choice. For example, in 2003/04, of the 67,143 students in British Columbia that received student financial assistance, 11,023 were enrolled in private post-secondary institutions. As more data on private post-secondary education becomes available they will be used to formulate suitable performance measures.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
1. Total student spaces in BC public post-secondary institutions.	Baseline data for 2001/02: 154,991 targeted FTEs[1] (includes entry level trades training but excludes apprenticeship spaces). Data for 2004/05: 164,065 targeted FTEs.	168,265	172,659	177,053
2. Number of degrees, diplomas, and certificates awarded.	Baseline data for 2001/02: 52,909 total credentials awarded.[2] Data for 2003/04: 56,687	56,083[3]	56,877[3]	57,671 – 57,935[3]
3. BC public post-secondary graduate rate.	Baseline data for 2001/02: 83.6 credentials awarded per 1,000 BC population aged 18 – 29. Data for 2003/04: 85.3	Maintain or increase rate by up to 1%	Maintain or increase rate by up to 1%	Maintain or increase rate by up to 1.5%
4. BC public post-secondary participation rate for population 18-29.[4]	Baseline data for 2003/04: 44.5%	Increase by up to 1%	Increase by up to 1%	Increase by up to 1%
5. Student spaces in developmental programs.[5]	Baseline for 2003/04: 13,197 targeted FTEs. Data for 2004/05: 13,155 targeted FTEs.	Maintain or increase	Maintain or increase	Maintain or increase

[1] Full-Time Equivalent (FTE) — A student FTE represents a full-time course load. For most general degree programs, one FTE represents 15 units per year, 30 credits per year, or 10 courses per year. Beginning in 2005/06, the method used to calculate FTEs in colleges, university colleges, and institutes will be changed to promote greater consistency among post-secondary institutions.

[2] Credentials are calculated based on a three-year average.

[3] The targets for 2005/06 and 2006/07 represent an annual increase of 1.5 per cent from the 2001/02 baseline. The 2007/08 target represents an annual increase of 1.5 to 2.0 per cent from the 2001/02 baseline.

[4] This measure has been operationally redefined from previous years. It is now based on enrolment data from the Central Data Warehouse and The University Presidents' Council. Consequently, its results will not be comparable with previous years.

[5] Developmental programs are: Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Special Education (ASE).

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
6. University admissions GPA cut-off.[6, 7]	Baseline for 2003/04: i. University direct entry admissions GPA cut-off for Arts and Science programs = 84% ii. University transfer admissions GPA cut-off for Arts and Science programs = 2.8 pt Data for 2004/05: i. = 83% ii. = 2.8 pt	i. Reduce university admissions GPA cut-off to 75% by 2010. ii. Reduce university transfer admissions GPA to 2.0 by 2010.		
7. Number and per cent of public post-secondary students that are Aboriginal.	Baseline data for 2002/03:[8] # = 13,912 % = 3.7 Data for 2003/04:[9] # = 15,276 % = 4.4	Maintain or increase	Maintain or increase	Maintain or increase

[6] This measure reflects the weighted average admissions GPA cut-offs at British Columbia's three largest public universities (University of British Columbia, Simon Fraser University, and the University of Victoria). If the measure were applied to all public universities, the data for 2004/05 would be 82% for direct entry admissions and 2.5 pt. for transfer admissions. University colleges are not included in this measure because they have open admissions policies.

[7] Analysis of qualified direct entry and university transfer students who are turned away will be conducted annually.

[8] Does not include data from Royal Roads University.

[9] Does not include data from The University of British Columbia.

Objective 2: *A more efficient and integrated post-secondary system.*

To achieve this objective the ministry will work with post-secondary institutions to facilitate cooperation across the system and to ensure students are able to complete their education and training in a timely manner. The ministry will also work to ensure timely processing of student financial aid applications.

Performance Measures:

Progress toward this objective will be tracked with three performance measures. The first is the proportion of students who complete degree programs within a set timeframe. The second focuses on student satisfaction with the transfer system, which enables students to transfer between institutions and have credits earned at one institution count toward the completion of programs at another. The third is a measure of the time it takes to process student financial aid applications.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
8. Degree completion rate.[1]	Baseline for 2003/04: i. 72% of university direct entry students completed their baccalaureate degree within 7 years of admission. ii. 65% of university transfer students completed their baccalaureate degree within 5 years of admission to university.	Maintain or increase	Maintain or increase	Maintain or increase
9. Student satisfaction with transfer.	Baseline data for 2001/02: 88% of former students who transferred and expected to transfer credits were very satisfied or satisfied with their transfer experience (2002 survey). Data for 2004/05: 87%	Maintain high level of satisfaction (benchmark — 90%) or demonstrate performance improvement over time.[2]		
10. Student aid application turnaround time.	Baseline for 2002/03: 17 working day application processing time. Data for 2003/04: 15	Maintain at 12 working days	Maintain at 12 working days	Maintain at 12 working days

[1] Students often choose to discontinue their studies temporarily for reasons unrelated to the efficiency of the post-secondary system (e.g., to pursue employment opportunities). To account for the resulting extension of program completion time, this measure is based on an extended timeframe.

[2] The target will be met if annual performance (plus margin of error) is above or equal to the benchmark, or if successive annual performance demonstrates overall improvement (based on trend line calculated from annual performance plus/minus margin of error).

Objective 3: *A quality post-secondary system.*

To achieve this objective the ministry will work with post-secondary institutions to ensure that the high standards of excellence in British Columbia's post-secondary system are maintained and enhanced, and that post-secondary education in the province is meeting students' needs.

Performance Measures:

Progress toward this objective will be tracked with three performance measures. The first measure focuses on the extent to which former students believe they acquired through their education a range of generic skills considered necessary for a productive life and successful employment. The second and third measures focus on former students' assessment of how satisfied they were with their education experience. The ministry is also exploring options for measuring quality in private post-secondary education.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
11. Student outcomes — skill gain.	Baseline data for 2001/02: Per cent of former college, university college and institute students whose program prepared them very well or well: 78% (average from 2001 survey). Per cent of university baccalaureate graduates who indicated that university helped them develop skills to a very high or high extent: 83% (average from 2002 survey). Data for 2004/05: 79% (college, university college and institute 2004 survey) 83% (university 2003 survey).[2, 3]	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time.[1]		
12. Student satisfaction with education.	Baseline data for 2001/02: 85% of former college, university college and institute students completely or mainly satisfied with studies (2001 survey). 94% of university baccalaureate graduates very satisfied or satisfied with education (2000 survey). Data for 2004/05: 86% (college, university college and institute 2004 survey). 97% (university 2003 survey).[2, 3]	Maintain a high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time.[1]		
13. Trades training student satisfaction with education.[4]	Baseline under development.	Establish baseline	To be determined	To be determined

[1] The target will be met if annual performance (plus margin of error) is above or equal to the benchmark, or if successive annual performance demonstrates overall improvement (based on trend line calculated from annual performance plus/minus margin of error).

[2] Some of the difference between the university results and the college, university college, and institute results may be accounted for by the different wording of questions and the different response scales used in each survey.

[3] Results for the university sector are based on responses from baccalaureate students who graduated in 1998 (five years out) and were included in the 2003 University Baccalaureate Graduate Survey.

[4] This performance measure includes students in Entry Level Trades Training (ELTT) and Apprenticeship Technical Training (ATT).

Goal 2: *Economic and social development.*

Core Business Areas: *Educational Institutions and Organizations. Industry Training and Apprenticeship.*

Objective 1: *A post-secondary system capable of knowledge generation, innovation, and research.*

To achieve this objective the ministry will continue to encourage and support post-secondary research activities, which contribute to British Columbia's cultural and economic well-being through discovery, innovation, and the creation of knowledge.

Performance Measures:

Progress toward this objective will be tracked with two performance measures. The first reflects the success of public post-secondary institutions in competing for federal funding and attracting private investment in research, and the Province's support for post-secondary research. The second provides quantitative information on the results and products derived from post-secondary research activity.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
14. Funding support for research:	Baseline data for 2001/02:			
i. Sponsored research funding from all sources.	i. Federal: $168 M Provincial: $34 M Other: $107 M Total: $308 M[1]	i. Maintain or increase.	i. Maintain or increase.	i. Maintain or increase.
ii. BC proportion of Federal awards.	ii. BC Proportion in 2001/02: 10% of total Federal awards. Data for 2002/03: i. Federal = $229 M Provincial = $84 M Other = $158 M Total = $472 M[1] ii. BC proportion in 2002/03: 11.8% of total Federal awards.	ii. Maintain or increase BC proportion.	ii. Maintain or increase BC proportion.	ii. Maintain or increase BC proportion.

[1] Total does not add due to rounding.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
15. Number of licences, patents, and start-up companies.	Baseline data for 2001/02: i. Licence/option agreements = 51 Ratio (#/$M) = 0.171 ii. U.S. patents issued = 38 Ratio (#/$M) = 0.127 iii. Start-up companies = 10 Ratio (#/$M) = 0.033 iv. Licence income received = $12.6M Ratio ($/$M) = $42,012 Data for 2002/03: i. Licence/option agreements = 50 Ratio (#/$M) = 0.110 ii. U.S. patents issued = 27 Ratio (#/$M) = 0.059 iii. Start-up companies = 17 Ratio (#/$M) = 0.037 iv. Licence income received = $13.8M Ratio ($/$M) = $30,203	Maintain or increase	Maintain or increase	Maintain or increase

Objective 2: *A relevant and responsive post-secondary system.*

To achieve this objective the ministry will pursue strategies to increase graduates in strategic skill areas such as health care, engineering, and trades. This will involve targeting a portion of the 25,000 student spaces that Government will add to the public system by 2010 to specific strategic skill programs. For example, in response to the need for more physicians in the province, an ambitious expansion of The University of British Columbia medical program is underway in partnership with the University of Northern British Columbia and the University of Victoria.

This objective will also be achieved through cooperation between the ministry and post-secondary institutions to ensure educational relevance, enhance student employability, and respond to regional economic needs. For example, the ministry has established an Oil and Gas Education and Training Consortium to bring together government, industry, and post-secondary institutions to provide advice on how to ensure that the training needs of this vital sector of the northern economy are met. Finally, the ministry will continue to provide improved labour market information and products to aid in program development and to assist students making educational choices.

Performance Measures:

Progress toward this objective will be tracked with four performance measures. The first is the number of student spaces in strategic skills programs. The second is the number of trainees in industry training. The third measure reflects how useful former post-secondary students believe their education was to their employment. The fourth measure is the unemployment rate for former post-secondary students.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
16. Number of student spaces in identified strategic skill programs:				
i. Computer science, electrical and computer engineering programs.	i. Baseline data for 2001/02: 4,624 targeted FTEs.[1] Data for 2004/05: 7,109 targeted FTEs.	i. 7,934	i. 8,034	i. Maintain or increase
ii. Social/child protection worker programs.	ii. Baseline data for 2001/02: 976 targeted FTEs. Data for 2004/05: 1,036 targeted FTEs.	ii. 1,050	ii. Maintain	ii. Maintain
iii. RNs, LPNs, and RCAs and other allied health programs.[2]	iii. Baseline data for 2001/02: 8,417 targeted FTEs.[3] Data for 2004/05: 10,703 targeted FTEs.	iii. 11,053	iii. 11,403	iii. 11,753
iv. Medical school programs.	iv. Baseline data for 2001/02: 488 targeted FTEs. Data for 2004/05: 584 targeted FTEs.	iv. 680	iv. 776	iv. 872
17. Number of trainees in industry training.	Baseline data for 2003/04: 25,479 (includes 14,676 registered trainees and 10,803 entry level trades participants).	29,300	33,123	Maintain or increase.

[1] The baseline and target for this measure were adjusted to reflect improved data.

[2] Registered Nurses (RNs), Licensed Practical Nurses (LPNs), and Residential Care Aides (RCAs).

[3] The baseline and target for this measure were revised to reflect the mix of programs targeted for funding in 2003/04 and adjustments to individual institutional targets required to accommodate changes in labour market demand.

Performance Measures	Baseline	2005/06 Target	2006/07 Target	2007/08 Target
18. Student assessment of usefulness of knowledge and skills in performing job.	Baseline data for 2001/02: 76% of former college, university college and institute students found the knowledge and skills they acquired from their studies very or somewhat useful in performing their job (2002 survey). 88% of university baccalaureate graduates found the knowledge, skills and abilities they acquired from university to be very or somewhat useful in work (2002 survey). Data for 2004/05: 77% (college, university college and institute 2004 survey) and 90%[5] (university 2003 survey).	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time.[4]		
19. Student outcomes — unemployment rate.	Baseline for 2003/04: 9% of former college, university college and institute students were unemployed at time of survey (2003 survey). 6% of university baccalaureate graduates were unemployed at time of survey (2002 survey). Data for 2004/05: 8.7% (college, university college and institute, 2004 survey) and 3.6%[5] (university, 2003 survey).	Maintain unemployment rate for former BC post-secondary students below rate for persons with only high school credentials or less.[6]		

[4] The target will be met if annual performance (plus margin of error) is above or equal to the benchmark, or if successive annual performance demonstrates overall improvement (based on trend line calculated from annual performance plus/minus margin of error).

[5] Results for the university sector are based on responses from baccalaureate students who graduated in 1998 (five years out) and were included in the 2003 University Baccalaureate Graduate Survey.

[6] The comparable 2003 British Columbia unemployment rate for population aged 18-29 whose highest level of educational attainment is a high school credential or less was 14.9%.

Related Initiatives and Planning Processes

Deregulation and Regulatory Reform

Over the next three years the ministry will endeavour to comply with the Government-wide commitment to maintain a zero percent increase in regulatory requirements associated with those statutes for which the ministry has responsibility. In addition, the ministry is committed to introducing regulatory reform and further regulatory reduction in areas where regulatory reform opportunities are available.

Overviews of Human Resource Plan and Information Resource Management Plan

The ministry has implemented a Human Resources Plan (HRP) to address its long-term staffing and skills needs, and an Information Resource Management Plan (IRMP) to manage its information resources. Overviews of both plans are available online at:

http://www.gov.bc.ca/accountability/ministryplans/welcome.htm.